



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Kirbyville CISD** CDN or Vendor ID **121905** ESC # **5** Campus # DUNS # **100075316**

Address **206 E. Main St.** City **Kirbyville** ZIP **75956** Phone **409.423.2284**

Primary Contact **Dr. Thomas Wallis** Email **twallis@kirbyvillecisd.org**

Secondary Contact **Georgia Sayers** Email **gsayers@kirbyvillecisd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dr. Thomas Wallis, Superinte** Signature  Date **03/09/2018**

Grant Writer Name **Susan Forthman** Signature  Date **03/09/2018**

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is not an employee of the applicant organization.

701-18-105-074

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need to increase the average length of experience of principals with Kirbyville CISD to the state average of 12.2 years (Currently 1.3 years in Kirbyville CISD)	The 5 principal residents will sign a Memorandum of Understanding (MOU) committing to remain in Kirbyville CISD for a minimum of 4 years. These current teachers in Kirbyville CISD have existing ties to the Kirbyville community and the district.
Need to increase the number of high-quality, certified in-district applicants for principal/assistant principal positions in Kirbyville CISD to at least 2 per position.	Grant funds will support 5 principal residents in Kirbyville CISD to complete their master's degree and principal certification by the end of the 2018-2019 school year. This will provide high-quality, in-district candidates to fill principal/assistant principal positions.
Increase consistency in implementation of instructional initiatives/priorities demonstrated to positively impact student achievement in Kirbyville CISD.	Principal residents supported by grant funds, due to the selection criteria, have been identified as exemplifying the vision of Kirbyville CISD and committing to the high-impact instructional strategies adopted by the district to improve student achievement.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2019-2020 school year, 5 principal residents who are currently employed by Kirbyville ISD as teachers will be certified by the Texas State Board of Education as principals, enabling them to fill open assistant principal/principal positions in Kirbyville ISD.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

5 principal residents will be enrolled in the Education Service Center, Region 5 Principal Leadership Certification Program/Master's Degree, evidenced by acceptance letters and proof of enrollment.

5 principal residents will engage in authentic learning experiences in their LEAs as evidenced through observations by field supervisors and mentors, accompanied by feedback conferences.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

5 principal residents will demonstrate successful progress based on transcripts and/or data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

5 Principal residents will engage in authentic learning experiences in Kirbyville CISD.

5 Principal Residents will report satisfaction with the IHE and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively

Third-Quarter Benchmark:

5 principal residents will demonstrate successful progress based on transcripts and/or data such as field supervisor and mentor observations, reflections from coaching sessions, teacher surveys, active participation in training, and successful assignment completion.

5 Principal residents will engage in authentic learning experiences in Kirbyville CISD.

5 Principal Residents will report satisfaction with the IHE and mentor principal, noting that any issues that have arisen have been addressed expediently and effectively

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Assistant Superintendent will serve as the project director of the Kirbyville CISD Principal Preparation Grant and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with principals. The Assistant Superintendent will also serve as the liaison with the ESC-5 Principal Leadership Certification Program and will meet at least biannually with the ESC-5 contact, participants, and mentors to review progress and program effectiveness. The ESC-5 contact will submit data regarding participant progress quarterly. Transcripts will be submitted for participants completing a master's degree to evidence progress towards completion. Results will be disaggregated by campus and will be compared with region-wide performance. Results will be shared at leadership meetings where the successes and challenges of district initiatives are routinely shared, analyzed, and discussed. Plans and services for the Principal Preparation Program will be adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful program completion by the principal residents and their commitment through an executed Memorandum of Understanding to remain in the district for at least four years. The residents will receive ongoing support from campus and district instructional leaders and ESC-5 instructional specialists. The principal residents in Vidor ISD have ties to the community and are representative of the diversity in those communities.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

In collaboration with the ESC-5 Principal Leadership Certification Program and the mentors assigned to principal residents, Kirbyville CISD will provide sustained and rigorous clinical learning experiences in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve significant problems and challenges in their assigned schools. Experiences will span several domains including: organizational management and effective leadership; climate, culture, and community relations; coaching instruction for stronger learners; school law and governance; ethics; human resources management; special populations and programs; professional development and supervision of instruction; data analysis and accountability; and school safety and discipline. Examples of authentic experiences will include:

1. Completing two walk-through observations and then meeting with his or her mentor principal to review results and discuss coaching procedures.
2. Administering the "School Culture Triage Survey" at a campus faculty meeting, scoring the surveys, and sharing the results with the faculty at the next meeting.
3. Reviewing the school's emergency preparedness plans with his or her mentor principal and assisting in conducting one of the following drills: fire, tornado, gun violence, bomb threat, etc.
4. Assisting in the development of his or her campus's master schedule.
5. Assisting with the planning and implementation of a campus-level staff development activity to be executed on his or her campus.
6. Disaggregating campus state scores and identifying trends.
7. Conducting a school safety survey and reporting the results.

In addition, each principal resident will plan and design a school project that will impact student achievement, and implement during the school year. The project will include an action plan, formative data, and a final presentation

These clinical experiences and multiple others woven throughout the program, will ensure the principal residents have opportunities, supported by coaching from mentors and faculty, to develop the skills to facilitate stakeholder's efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Principal residents were recruited and selected based on the following criteria:

1. Commitment, through a Memorandum of Understanding (MOU), to remain in the district for at least four years after completing their principal certification.
2. Positive evaluation ratings.
3. Successful participation in school activities and teacher leadership opportunities
4. Recommendations from principals and the superintendent.

The superintendent also considered the diversity of the residents as a reflection of the student population and the community.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The Educator Preparation Program (EPP) for this project is the ESC-5 Principal Leadership Certification Program. The scope and sequence is attached and addresses all Texas State Board of Educator Certification requirements and principal certification exam domains. The scope spans several domains including: organizational management and effective leadership; climate, culture, and community relations; coaching instruction for stronger learners; school law and governance; ethics; human resources management; special populations and programs; professional development and supervision of instruction; data analysis and accountability; and school safety and discipline.

Required readings include, but are not limited to:

- Bethel, S.M. A New Breed of Leader: 8 Leadership Qualities that Matter Most in the Real World.
- Brambrick-Santoyo, P. Driven By Data: A Practical Guide to Improve Instruction.
- Brambrick-Santoyo, P. Get Better Faster.
- Brambrick-Santoyo, P. Leverage Leadership: A Practical Guide to Building Exceptional Schools.
- Combs, J. P., Edmonson, S., & Harris, S. The Trust Factor: Strategies for School Leaders.
- Covey, S. R. The 7 Habits of Highly Effective People.
- Elliott, V. & Killion, J. THE PRINCIPAL STORY Field Guide: A Companion to the PBS Documentary for Promoting Leadership for Learning.
- Lindley, F. A. The Portable Mentor: A resource Guide for Entry-Year Principals and Mentors.
- Seidlitz, J., Base, M., & Lara, M. ELLs in Texas: What Administrators Need to Know.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Admission of candidates to the Principal Leadership Certification Program (PLCP) requires all applicants to meet the standards set by the State Board rule as well as specific program standards. ESC-5 alternative certification staff conduct the application, screening and selection process. The PLCP utilizes a rubric with weighted criteria for the final selection. Each application is screened by ESC-5 PLCP staff using a locally developed rubric and interviews are conducted by PLCP staff using a locally developed instrument. In addition, a passing score on the Nelson-Denny Reading/Comprehension/Vocabulary exam is required. PLCP candidates are held to a high standard of performance and excellence, which is outlined to each candidate during orientation.

The field supervisor observation protocol includes a pre-conference, observation, and post-conference with specific requirements outlined in each step of the process. The detailed protocol with these requirements described is attached. A minimum of three on-site observations of each principal resident will be conducted by the ESC-5 Field Supervisor.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. EPP/Master's Degree Tuition and Books	50,000
2. Mentor Stipends	5,000
3. Travel to TEA Institute	6,000
4. Substitutes for Principal Interns	2,006
5. Certification Exams	1,155
6. Indirect Costs (1.292%)	839
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Total grant award requested

2018-2019 Principal Preparation Grant Program

Required Attachments

Attachment #1

Scope and Sequence

COURSE/ACTIVITY	MONTH	OUTCOMES	COMPETENCIES	ASSIGNMENTS	CREDIT HOURS
Program Orientation and Educational Foundation	August	Establish personal leadership goals	Competency 004	Plan and design a school project that will impact student achievement and is to be implemented during the school year. The project is to include an action plan, formative data, and a final presentation	7.5
Organizational Management and Effective Leadership	August	Examine personal leadership style and implications of campus leadership relationships when managing change	Competency 008 Competency 009	Complete a leadership style inventory	12
Mentor/Mentee Training	August	Mentors will receive an overview of program expectations, examination of the roles and responsibilities of mentors	Competency 001 Competency 002 Competency 004	Examine the mentor observation protocol	3
Climate, Culture, Communication and Community Relations	September	Evaluate his or her campus climate and culture to gain greater awareness of its importance in student success by investigating student culture routines, team effectiveness and development of a campus-based mission and vision	Competency 001 Competency 002 Competency 003 Competency 004 Competency 005 Competency 007	Administer the "School Culture Triage Survey" at a campus faculty meeting, score the surveys, and share the results with the faculty at the next meeting	15
Coaching Instruction for Stronger Learners	September	Participants will plan, reflect, and problem-solve which instruction skill to coach struggling or new teachers	Competency 001 Competency 002 Competency 003 Competency 004 Competency 005 Competency 007	Candidates will complete two walk-through observations and then meet with his or her mentor principal to review results and discuss coaching procedures	7.5

School Law and Governance	October	Understand legal issues and compliance requirements in Texas	Competency 003 Competency 005 Competency 007 Competency 008 Competency 009	Review key court cases and their implications for a principal	7.5
Leadership Under Pressure	October	Learn conflict management strategies, consensus building strategies, and techniques for managing stress while responding to the needs of a campus	Competency 004 Competency 008 Competency 009	Review the school's emergency preparedness plans with his or her mentor principal and assist in conducting one of the following drills: fire, tornado, gun violence, bomb threat, etc.	7.5
Technology Tools for Administrators	November	Understand leader's role in a crisis situation Discover the most current strategies available to better prepare students for the future through the use of technology	Competency 004 Competency 008 Competency 009	Create a google classroom in order to promote shared learning at the campus level	7.5
Human Resources Management	November	Examine policies and procedures for managing personnel used by local LEAs	Competency 006	Candidates will review their district's policy regarding personal growth plans and conference with their mentor principal to discuss district procedures	10.5
School Ethics	December	Local and legal board policies will be reviewed that address ethical conduct and other ethical issues such as Student Code of Conduct, First Amendment and social media, and confidentiality	Competency 003	Locate current district's online policies and identify policies that principals reference on a regular basis	9.5
ELPS, LPAC, and Support Services for English	January	Develop an awareness of the role the campus principal plays in working with the ELL population and program	Competency 003 Competency 004	The candidate will conduct an interview with the ELL coordinator at his or her district using the interview protocol form provided	7.5

Language Learners						
Special Populations and Programs	January	Examine the many special populations and programs the leader of a campus must collaborate with and facilitate to ensure the success of every student on his or her campus	Competency 003 Competency 004	The candidate will interview any one of the individuals responsible for coordinating Special Programs or Special Populations on his or her campus to gain an up-close understanding of the multiple levels of involvement they cover	7.5	
Curricular, Co-Curricular, Extracurricular and the Master Schedule	February	Develop awareness of the importance of a campus learning organization that supports instructional improvement through an overview of curricular, co-curricular, and extracurricular programs	Competency 004	The candidate will assist in the development of his or her campus's master schedule	7.5	
Professional Development and Supervision of Instruction	February	Develop an understanding of ways to facilitate the application of adult learning principles and motivation theory to assist him or her in creating a positive learning community on his or her campus	Competency 004 Competency 006	The candidate will assist with the planning and implementation of a campus-level staff development activity to be executed on his or her campus	7.5	
Today's Schools and Integration of Technology	March	Leaders will use current technology tools and integrate them in classrooms	Competency 004 Competency 008 Competency 009	Create online documents that facilitate professional development for all on the staff	12	
Fiscal and Business Issues	April	Examine school finance in Texas, including the guiding principles of finance and school budgets	Competency 005 Competency 007	The candidate will examine and review his or her campus budget and	12	

				summarize discoveries in his or her reflection journal.	
Data Analysis and Accountability	April	Learn effective leadership practices connected to DDI and PLC team meetings and observations	Competency 003 Competency 004 Competency 008 Competency 009	Disaggregate campus state scores and identify trends	7.5
School Safety and Student Discipline	May	Review TEC Chapter 37-student discipline and determine the principal's role in reducing violence in the school	Competency 003 Competency 008 Competency 009	The candidate will conduct a school safety survey and report the results	7.5
Advancing Educational Leadership Training	June	Acquire certification to conduct teacher observations; build skills in having difficult conversations about practice	Competency 003 Competency 004 Competency 005 Competency 006 Competency 007 Competency 008 Competency 009	Complete the self-reflections as part of the learning modules of AEL	25.5
Teacher Evaluation Training	June	Acquire certification to conduct teacher observations; build skills in having difficult conversations about practice	Competency 004 Competency 005 Competency 006 Competency 007	Take the online assessment that is required to become an appraiser	25.5
Principal Evaluation Training	July	Become familiar with the state approved principal evaluation instrument	Competency 001 Competency 002 Competency 003 Competency 004 Competency 005 Competency 006 Competency 007 Competency 008 Competency 009	Principal interview and shadowing	7.5

TEXES Review and Project Presentation	July	Review test domains and competencies and discuss final projects	Competency 001 Competency 002 Competency 003 Competency 004 Competency 005 Competency 006 Competency 007 Competency 008 Competency 009	Present school project that has impacted student achievement this past academic year	6
TEXES Secure Practice Test	July	Take the secure TEXES principal practice exam to qualify for test approval	Competency 001 Competency 002 Competency 003 Competency 004 Competency 005 Competency 006 Competency 007 Competency 008 Competency 009	N/A	N/A

Attachment #2

Course Syllabus



Principal Leadership Certification Program Syllabus

Program Description Overview

The Region 5 principal preparation program is designed to prepare candidates to be a principal in the state of Texas. The courses are designed for candidates to develop greater understanding and awareness of the role and responsibilities required of today's leaders and translate this knowledge into actual practice. Candidates are trained to develop essential administrator practices that maximize individual student learning by utilizing data-driven instruction, observing and coaching teachers, and leading school teams.

Program Orientation and Educational Foundation

The candidate will review the PLCP combined syllabi, timeline/calendar, and expectations of the program. The objective of the orientation will be to provide candidates with an understanding of the PLCP curricula required by SBEC and the standards that serve as the foundation for the individual TExES principal assessment, professional growth plan, and continuing professional education activities. Candidates receive an overview of the principalship including the roles, functions, and duties of campus leaders. Required reading: *The Balanced Leadership Framework* – Waters & Cameron

TAC 241.15(c): Leading Learning

Mentor/Mentee Training

The candidate will receive an overview of the techniques for direct, field-based support, expectations of the practicum, and timelines and checkpoints for successful completion of the principal practicum.

Mentors will receive an overview of program expectations, examination of the roles and responsibilities of mentors, suggestions for mentor/mentee discussions and evaluations. A timeline of expected activities and requirements from mentors and mentees will be provided and discussed. The Wallace Foundation's Video series *The Principal Story* will be used. Required readings: Lindley, F. A. (2009). *The Portable Mentor: A resource Guide for Entry-Year Principals and Mentors*. Thousand Oaks: Corwin Press

§241.15(b): School Culture

§241.15(c): Leading Learning

Organizational Management and Effective Leadership

This online module is a study of theory and thought contributing to the understanding of change and its implications for school administrators. The works of Steven R. Covey, *The 7 Habits of Highly Effective People*, The Wallace Foundation's Video series *The Principal Story*, and lastly the work of S.M. Bethel from the book *A New Breed of Leader: 8 Leadership Qualities that Matter Most in the Real World* will be used in this course. Candidates will. Emphasis will be given to the internal and external dynamics that affect change as it relates to a principal, their campus and their community. The goal of this module is to prepare an educational leader for a future that requires knowledge of change systems and how to manage change that will result in organizational improvement.

§241.15(f): Strategic Operations

Climate, Culture, Communication and Community Relations

The candidate will examine the effects and importance of nurturing and sustaining a school climate supportive of all students through class discussions, a book study, and completion of a self-assessment. The candidate will evaluate his or her campus climate and culture to gain greater awareness of its importance in student success by investigating student culture routines, team effectiveness and development of a campus-based mission and vision. The candidate will examine leadership styles and their impact on the climate of a campus and the importance of developing a culture of a learner-centered campus focused on meeting the needs of all learners.

An online module will address communication with parents, community members, and students with the goal of enhancing student achievement and accountability. It will also address several barriers to communication, communication techniques, how to correspond with the media, and communicate to school stakeholders. The candidate will recognize and avoid behaviors that damage trust with the school community through a book study. Additionally, the candidate will learn to navigate potentially uncomfortable situations, such as teacher evaluations or parent complaints. Additionally the candidate will investigate how to establish and sustain trust with students and faculty. Required reading: *The Trust Factor: Strategies for School Leaders* (Combs, Edmonson and Harris)

§241.15(b): School Culture

§241.15(c): Leading Learning

§241.15(e): Executive Leadership

§241.15(g): Ethics, Equity, and Diversity

Coaching Instruction for Stronger Learners

The purpose of instructional leadership goes beyond the evaluation cycle: good leaders must develop teachers in order to see long-term student success. The candidate will integrate the ideas and practices of coaching through the school community in order to cultivate a culture of growth, development and support. As coaches, participants will plan, reflect, and problem-solve which highest leverage skill will gain the fastest results. Required reading: *Get Better Faster & Leverage Leadership: A Practical Guide to Building Exceptional Schools* - Brambrick-Santoyo

§241.15(b): School Culture

§241.15(c): Leading Learning

§241.15(e): Executive Leadership

§241.15(g): Ethics, Equity, and Diversity

School Law and Governance

The candidate will apply local, state, and federal laws and policies to case studies to develop awareness and understanding of the process of making sound decisions as a campus administrator.

The candidate, as an educational leader, will develop awareness and an understanding of the role a principal plays in acting with integrity, fairness, and in an ethical and legal manner through studying School Law and participating in discussions revolving around ethical dilemmas and authentic district situations. Candidates will examine school board responsibilities, duties of the superintendent, and superintendent/board relationships.

The candidate will also develop awareness of federal school nutrition programs including examination of federal guidelines, rules, and regulations and the role in which the school administration plays with regard to these. *The Educator's Guide to Texas School Law*: Walsh, Kemerer and Maniotis

§241.15(e): Executive Leadership

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

Leadership Under Pressure

As the campus leader, candidates will be trained in effective ways of responding to crises. The candidate will have an opportunity to learn conflict management strategies, consensus building strategies, and techniques for managing stress while responding to the needs of a campus. As a beginning administrator, candidates will discover time management strategies to help them develop into effective campus leaders.

The candidates will examine the role of the campus leader in relation to emergency management and strategies first responders must use in times of crisis. Candidates will develop an awareness of the school district's responsibility in developing, implementing, and maintaining an up-to-date multi-hazard emergency operations plan

§241.15(c): Leading Learning

§241.15(f): Strategic Operations

Technology Tools for Administrators

The candidate will develop an awareness of the role technology plays in effectively communicating with the school community and all stakeholders. The candidates will discover the most current strategies available to better prepare students for the future through the use of technology. The candidates will also create an ePortfolio system that will be a working reflection document during their participation in the certification program.

§241.15(c): Leading Learning

§241.15(f): Strategic Operations

Human Resources Management

The candidate will examine policies and procedures for managing personnel used by local LEAs with special attention given to the principal's role in assignment of campus-based personnel. This module will investigate hiring procedures and dismissal practices and how that applies to legal requirements. *The Educator's Guide to Texas School Law: Walsh, Kemerer and Maniotis*

§241.15(d): Human Capital

School Ethics

The candidate will examine professional ethical conduct, practices and performance, including ethical conduct toward professional colleagues and students. Local and Legal board policies will be reviewed that address ethical conduct and other ethical issues such as Student Code of Conduct, First Amendment and social media, and confidentiality. *The Educator's Guide to Texas School Law: Walsh, Kemerer and Maniotis*

The candidate will be introduced to the Code of Ethics and Standard Practices for Texas Educators via an online module. Standards, including professional ethical conduct, practices and performances, and ethical conduct toward professional colleagues and students will be analyzed.

§241.15(g): Ethics, Equity, and Diversity

ELPS, LPAC, and Support Services for English Language Learners

The candidate will develop awareness and understanding of English Language Learners and examine their needs districts must meet to ensure the success of every ELL student on his or her campus. Through overview presentations and resource materials, the candidate will develop an awareness of the role the campus principal plays in working with the ELL population and program. *ELLs in Texas: What Administrators Need to Know - Seidlitz*

§241.15(c): Leading Learning

§241.15(g): Ethics, Equity, and Diversity

Special Populations and Programs

The candidate will examine the many special populations and programs the leader of a campus must collaborate with and facilitate to ensure the success of every student on his or her campus. Through overview presentations, resource materials, and guest speakers, the candidate will develop an awareness of the role the campus principal plays in working with each population and program.

§241.15(c): Leading Learning

§241.15(g): Ethics, Equity, and Diversity

Curricular, Co-Curricular, Extracurricular and the Master Schedule

The candidate will develop awareness of the role the campus leader plays in facilitating the implementation of sound, research-based instructional strategies.

The candidates will consider the principal's role in facilitating curriculum alignment based on the TEKS, STAAR/EOC, and campus performance data.

The candidate will develop awareness of the importance of a campus learning organization that supports instructional improvement through an overview of curricular, co-curricular, and extracurricular programs. The candidates will examine the intricacies involved in creating a master schedule and effective strategies useful in campus planning.

§241.15(c): Leading Learning

Professional Development and Supervision of Instruction

As the campus leader, the candidate will be introduced to an overview of the various types of professional development with emphasis on best practice and current research in professional development, what that looks like and how to reach that from all teachers in their districts. The candidate will develop an understanding of ways to facilitate the application of adult learning principles and motivation theory to assist him or her in creating a positive learning community on his or her campus. Required reading: *Leverage Leadership: A Practical Guide to Building Exceptional Schools* – Brambrick-Santoyo.

§241.15(c): Leading Learning

§241.15(d): Human Capital

Today's Schools and Integration of Technology

The candidate will understand, enforce and model ethical and legal standards for leading with technology in this online module. This module will foster the candidate to be a leader in the development of tools and technologies that support guided constructionist methods in campus teaching and learning, including reflecting upon or improve technology integration and learning practices within their campus.

§241.15(c): Leading Learning

§241.15(f): Strategic Operations

Fiscal and Business Issues

The candidate, as the school leader, will examine school finance in Texas, including the guiding principles of finance and school budgets in this online course. The candidate will analyze the laws and policies that administrators must consider in order to make sound decisions as the campus leader.

The candidate will develop greater awareness of PEIMS and its importance as it relates to campus and district budgets in this online module. *The Principal: Creative Leadership for Excellence in Schools* – Ubben, Hughes, and Norris

§241.15(e): Executive Leadership

Data Analysis and Accountability

The candidate will examine methods of disaggregating data to better meet the needs of students and ensure their success. Candidates will develop an awareness of best practice strategies that enable administrators to meet campus and district goals through the use of data-driven instruction. DDI will be taught through assessment, analysis, action and culture. *Driven By Data: A Practical Guide to Improve Instruction* – Brambrick-Santoyo.

§241.15(c): Leading Learning

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

School Safety and Student Discipline

Candidates will discuss school safety issues including the student code of conduct, state and federal safety laws, requirements and reports. The candidates will review TEC Chapter 37- student discipline. The candidates will determine the principal's role in reducing violence in the school.

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

Advancing Educational Leadership Training

This module discusses systemic design and analysis of strategies for instructional leadership and supervision of teacher performance with an emphasis on clinical approaches. Advancing Educational Leadership (AEL) training is required for beginning administrators seeking certification as teacher appraisers. AED replaces and extends the previous Instructional Leadership Development training.

§241.15(c): Leading Learning

§241.15(d): Human Capital

§241.15(e): Executive Leadership

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

Teacher Evaluation Training

The candidate will become familiar with the state approved teacher evaluation instrument, Texas Teacher Evaluation and Support System (T-TESS). The candidate will move from a procedural to conceptual knowledge of an ongoing system that provides a road map for professional growth and continued improvement.

§241.15(c): Leading Learning

§241.15(d): Human Capital

§241.15(e): Executive Leadership

Principal Evaluation Training

The candidate will become familiar with the state approved principal evaluation instrument, Texas Principal Evaluation and Support System (T-PESS). The candidate will move from a procedural to conceptual knowledge of an ongoing system of performance feedback and support for faculty in order to improve student instruction and achievement.

§241.15(b): School Culture

§241.15(c): Leading Learning

§241.15(d): Human Capital

§241.15(e): Executive Leadership

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

TExES Review and Project Presentation

The candidate will review test objectives, go over domains and competencies and discuss TExES test-taking strategies. The candidate will share their final project, including successes and challenges they faced as an instructional leader.

§241.15(b): School Culture

§241.15(c): Leading Learning

§241.15(d): Human Capital

§241.15(e): Executive Leadership

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

TExES Secure Practice Test

The candidate will take the secure TExES principal practice exam to qualify for test approval necessary to register for the TExES 068/268 principal exam.

§241.15(b): School Culture

§241.15(c): Leading Learning

§241.15(d): Human Capital

§241.15(e): Executive Leadership

§241.15(f): Strategic Operations

§241.15(g): Ethics, Equity, and Diversity

Required Readings

Bethel, S.M. (2009). *A New Breed of Leader: 8 Leadership Qualities that Matter Most in the Real World*. Ontario: Penguin Group

Brambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass.

Brambrick-Santoyo, P. (2016). *Get Better Faster*. San Francisco: Jossey-Bass.

Brambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass.

Combs, J. P., Edmonson, S., & Harris, S. (2018) *The Trust Factor: Strategies for School Leaders*. New York: Routledge.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People*. New York: Free Press

Elliott, V. & Killion, J. (2009). *THE PRINCIPAL STORY Field Guide: A Companion to the PBS Documentary for Promoting Leadership for Learning*. New York: The Wallace Foundation

Lindley, F. A. (2009). *The Portable Mentor: A resource Guide for Entry-Year Principals and Mentors*. Thousand Oaks: Corwin Press

Seidlitz, J., Base, M., & Lara, M. (2014). *ELLs in Texas: What Administrators Need to Know*. San Clemente: Seidlitz Education

Ubben, G., Hughes, L., & Norris, C. (2011). *The Principal: Creative Leadership for Excellence in Schools*. New Jersey: Pearson.

Walsh, J., Kemerer, F., & Maniotis, L. (2014). *The Educator's Guide to Texas School Law: 8th Ed*. Austin: University of Texas Press

Waters, T. & Cameron, G. (2007). *The Balanced Leadership Framework*. Aurora, CO: McREL.

Attachment #3

Instructional Coaching Protocols

Candidate's Name:

PLCP Cohort #

Observations conducted by:

Pre-Conference discussion:

Observation #2:	Date:
Description of Field-Based Activity:	
Length of Activity:	
Goals and Objectives:	

	Shows no evidence/Not demonstrated	Shows some evidence (Developing)	Shows evidence of Proficiency
School Culture			
Leading Learning			
Human Capital			
Executive Leadership			
Strategic Operations			
Ethics, Equity, and Diversity			

Observation #2 Post-Observation Conference

Date:

Contact Method: Face to face _____ Phone or Skype _____

What is working well (Area of Reinforcement):

Where is there room for improvement (Area of Refinement):

Recommendations:

Attachment #4

Evaluation Process and Metrics

Region 5 ESC
Principal Leadership Certification Program
Admission Requirements

Admission to the Principal Leadership Certification Program requires all applicants to meet the standards set by the State Board rule as well as specific program standards. ESC Region 5 alternative certification staff conduct the application, screening and selection process.

The PLCP utilizes a rubric with weighted criteria for the final selection. Admission is dependent on the number of applicants meeting the selection criteria. Admission criteria are published on the ESC 5 website, in the program brochure, and on the application form.

Minimum Application Requirements:

The PLCP candidate must:

1. Hold a master's degree from an accredited institution with an overall GPA of 3.0 on a 4.0 scale or verify completion of 18 semester hours toward a master's degree from an accredited institution with a GPA of 3.0 on a 4.0 scale;
2. Submit one official transcript from each college and/or university attended;
3. Submit three references from current or former supervisors;
4. Submit a teacher service record verifying a minimum of two (2) years teaching experience;
5. Submit all application documentation and application fees by program deadlines;
6. Submit a criminal records release form to authorize Region 5 Education Service Center to obtain criminal record information from law enforcement agencies.

Screening Process:

1. Each application is screened by ESC 5 PLCP staff using a locally developed rubric
2. Interviews are conducted by PLCP staff using a locally developed instrument
3. Passing score on the Nelson-Denny Reading/Comprehension/Vocabulary exam, that is administered as part of the interview process
4. Ratings from the application screening and the personal interview are used in making final selections

Costs:

1. The non-refundable PLCP application fee of \$80.00
2. Program cost of \$4,505.00 and is payable as follows:
 - \$650.00 due at orientation
 - \$3,905.00 to be paid out monthly

PLCP candidates are held to a high standard of performance and excellence, which is outlined to each candidate during orientation. Expectations for completing program requirements in a timely manner, passing the TExES principal certification exam in a timely manner, and performing the duties as assigned by the PLCP staff and mentor principal are explained to all candidates when they begin the PLCP. Candidates failing to make adequate progress in meeting program requirements will be handled in the following manner:

1. Notification will be sent to the candidate via certified mail, email and/or phone to schedule a meeting with a PLCP representative to discuss his or her program status;
2. A corrective action plan (CAP) will be given and explained to the candidate requiring his or her signature if they understand and are in agreement with the CAP;
3. Candidates failing to abide by the CAP will be notified via certified letter and required to attend a meeting to discuss possible dismissal procedures;
4. Repeated failure to abide by PLCP regulations, requirements, and procedures will result in the dismissal of the candidate who will be notified in writing via certified mail.

Region 5 ESC

Field Supervisor Observation Protocol

Pre-Conference

- Be standards-based, meaning tied to the standards or competencies for the principal position
- Promote self-assessment and self-reflection, meaning the candidate uses the standards as the basis for analysis and assesses practices using these standards as an ongoing self-reflective process
- Supports a logical progression of proficiency, which refers to how the candidate grows and develops towards the standards – there may be specific pre-requisite knowledge, skills, and responsibilities necessary for mastery of other standards
- Use the self-analysis to inform goal-setting, meaning the goal area(s). Here we are looking for SMART goals – specific, measurable, attainable, realistic and timely. Based on the goals and growth that should occur, professional development is defined to assist the candidate in reaching the established goal(s).

Observation

- Observe expectations in standards and best practices
- Gather evidence with detailed scripted evidence that you can share with the candidate during the post-conference
- Assess implementation and impact of best practices through multiple formal and informal observations

- Prioritize practices; there are high-leverage standards and practices that are foundational to other standards, and when implemented with fidelity, have a profound impact on other standards and overall impact
- Generate questions to reinforce and refine practices as part of self-reflection and professional growth needs

Post-Conference

Focus on coaching:

- Towards expectations in the standards, meaning we are coaching behaviors that move the candidates towards mastering the standards for their position.
- To foster support, growth, and development that is intentional, meaning we are deliberate as field supervisors in using coaching to guide conversations, rather than telling candidates what to do and how to do it.
- To develop knowledge, skills, behaviors and actions that are high-impact. This speaks to how the field supervisor coaches the candidate to develop these areas (knowledge, skills, behaviors and actions) resulting in improved performance and results.